

**THE INFLUENCE OF USING ‘MAKE A MATCH’ TECHNIQUE TOWARDS
STUDENTS’ VOCABULARY MASTERY AT THE SECOND SEMESTER OF
THE TENTH GRADE AT SMK AL-HUDA JATIAGUNG LAMPUNG
SELATAN IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as a Partial Fulfillment
of the Requirement for S1-Degree**



Study Program : English Education
Advisor : Prof. Dr. Idham Kholid, M.Ag.
Co-Advisor : Fithrah Auliya Ansar, M.Hum.

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2020/2021**

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2020/2021**

ABSTRACT

One of the language aspect in learning English at school is vocabulary. Vocabulary word alphabetically can be send to learn and meaning from the word. vocabulary usually has been taught in junior high school. Vocabulary focus on the students ability to master the word of English. Make A Match is one of the co-operative learning models that can be applied in the classroom, and Make a Match is a technique can make the students more active and easier to understand the new vocabulary. Based on the preliminary research it showed that the students vocabularqry mastery at the tenth grade of SMK Al-Huda Jatiagung, South Lampung were still low. It can be seen the students vocabulary score showed that 39% of the students got score under the criteria of minimum mastery (KKM).

This research was aimed to know the whether influence of using Make A Match technique towards students vocabulary mastery at the tenth grade of SMK Al-Huda Jatiagung, South Lampung. This research is quantitative research, the research methodology used quasi experimental design. The population of this research was the tenth grade of SMK Al-Huda Jatiagung, South Lampung. The sample was X TKJ 1 as experimental, X TKJ 2 as control class, consist 60 students. Sample random sampling was used by researcher took the sample. The instrument to collecting the data, pre-test and post-test was employed by the researcher. Afterward the research got the data the researcher analyzed the data by using a Independent Sample T-test.

After doing the hypothetical test, based on the data analysis computed by SPSS, the result of Independent t-test where the sig = 0.000 and $\alpha = 0.005$ and is mean that in hypothetical test H_a was accepted, because Sig < $\alpha = 0.005$. So. There was the influence of using Make A Match Technique toward students vocabulary mastery at the tenth grade of SMK Al-Huda Jatiagung, South Lampung in academic year 2020/2021.

Key word: Make a Match Technique, Vocabulary Mastery, Quasi Experimental Research.



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Second Semester of The Tenth Grade at SMK Al-Huda
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DECLARATION

I hereby that this thesis entitled: the influence of using Make a Match Technique towards Students' Vocabulary Mastery at the second semester of the tenth grade at SMK Al-Huda Jatiagung Lampung Selatan in academic year of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, Mei 05th 2021

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.” (QS.

Al-Insyirah: 5-6)¹

Chapter Al-Insyirah 94:6



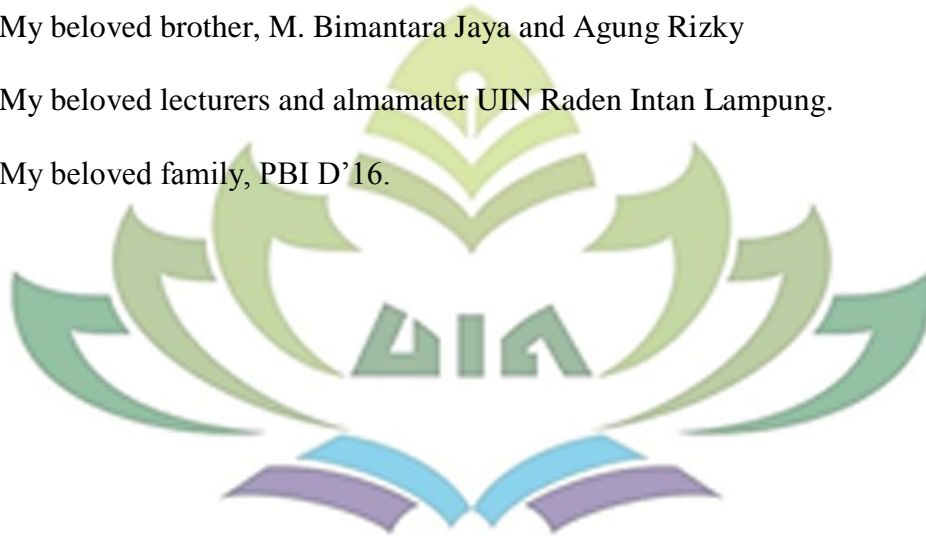
¹ A. Yusuf Ali, The Holy Qur'an Text Translation and Commentary, (Maryland : amana corp) P. 94

DEDICATION

Bismillahirrohmanirohim..

From deep of my heart, this thesis is dedicated to every one who cares and loves me. I would like to dedicate this thesis to :

1. My beloved parents: Mr. Sarwanda and Mrs. Suraidah who always pray for my success and give me inspiration, motivation, love, support to always study hard. thank you for everything.
2. My beloved brother, M. Bimantara Jaya and Agung Rizky
3. My beloved lecturers and almamater UIN Raden Intan Lampung.
4. My beloved family, PBI D'16.



CURRICULUM VITAE

The name of reseacher is Intan Kemala Sari. Her nickname is Intan, She was born in Palembang, on April 5th 1997. She is the second daughter of couple Mr. Sarwanda and Mrs. Suraidah. She is the second child of three siblings. She has one older brother, his name M. Bimantara Jaya and she has one younger brother, his name Agung Rizky.

In her academic background, she accomplished her formal education at kindergarten of Amarta Tani of Bandar Lampung and finished 2002. Then, she entered Elementary School at SDN 1 Labuhan Dalam Bandar Lampung and finished in 2009. After that, she continued her school at Junior High School at SMPN 20 Bandar Lampung and finished in 2012. After that, she continued her school at SMK Muhammadiyah 2 Bandar Lampung. Stepping to higher education, on 2016 she was accepted to one of state university in Bandar Lampung namely, State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Departement of Tarbiyah and Teacher Training Faculty.

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In the name of Allah, the most meaningful, the most beneficent. Praise to Allah, the almighty god. For blessing me with His to mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers. This thesis entitled "The Influence of Using Make a Match Technique Towards Students' Vocabulary Mastery at The second Semester of The Tenth Grade at SMK Al-Huda Jatiagung Lampung Selatan in The Academic Year of 2020/2021" Is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

When completing this thesis, there was a lot of help, assistance, and various things received by the researcher. Therefore, researcher will sincerely thank:

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10. My best friends Riska Okta Khairunissa and Endang Siti Rukmana who always give me support when I feel tired and almost quit and give me motivation to finish the thesis..

Finally, it must be admitted that nothing is perfect and there are still many weaknesses and mistakes made by the researcher in writing this thesis. Therefore, criticism and suggestions from readers are very accepted by the researcher to improve the quality of this thesis. Furthermore, through this thesis, it is expected that there was benefits for the specialists for the researcher and and generally for readers, especially for those involved in the English teaching profession.

Bandar Lampung, April 20th 2021
The Researcher,

Intan Kemala Sari
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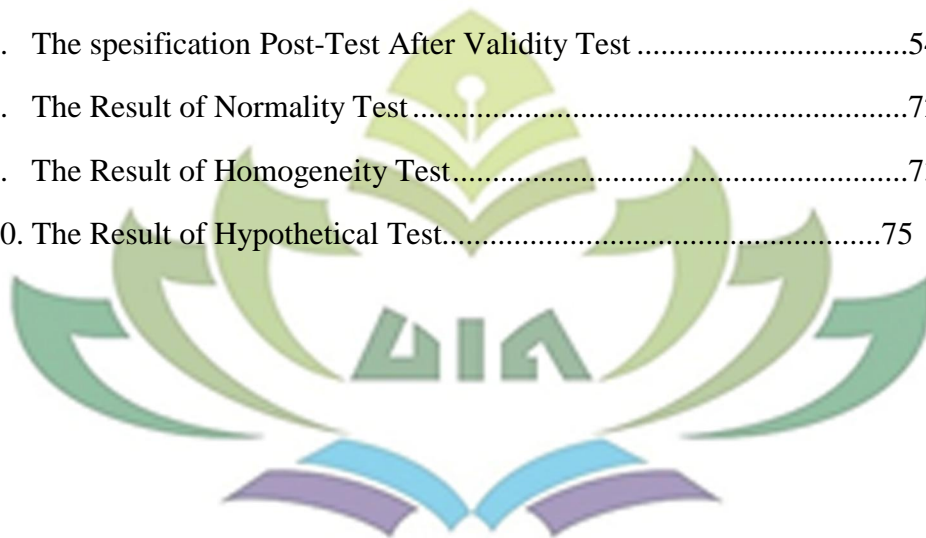
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CHAPTER I

INTRODUCTION

A. Background of Problem

One of the language aspect in learning English at school is vocabulary. Vocabulary word alphabetically can be send to learn and meaning from the word. vocabulary usually has been taught in junior high school. Vocabulary focus on the students ability to master the word of English. Vocabulary is easy skill in learning the language. Vocabulary is also a very important skill in the language. It means the students master the vocabulary, they will be easier to master all skills. The vocabulary has been taught from elementary school level and to top level.

Richards and Schmidt state that vocabulary is a set of lexeme, including single words, compound words, and idioms.² It means that vocabulary units are in linguistic space which means items in the language vocabulary. Hatch and Brown state that vocabulary refers to a list or set of words for a particular language or a list or set of words individual speakers of language might use.³ It means that usually vocabulary is more focused on word lists. Someone knows more vocabulary is a list of word.

²Jack C Richards & Schmidt Richards, *Longman Dictionary of Language Teaching an Applied Linguistic (3rded)*, (London:Pearson Education Limited,2002), p.580

³E. Hatch, & C. Brown, *Vocabulary, Semantic, and Langue Education*, (New York: Cambridge University Press),1995, p.1

Vocabulary cannot be separated from grammar because grammar still requires a word list. usually a series of words used by individuals. mastering vocabulary makes it easier for us to speak. Webster dictionary Webster also states, vocabulary is a bank of number of words in a language or list of words with their meanings.⁴ It means that vocabulary is total of word in language which has a meaning. Without vocabulary, the students it was difficult to communicate to each other.

Based on the preliminary research on 22th January 2020 by interviewing English teacher at SMK Al-Huda Jatiagung Lampung Selatan. Mareta Indri Lestari,S.Pd as an English teacher said that it was found that the students have difficulty in vocabulary, such as: students lazy to reading the dictionary, they were no motivation to learn English vocabulary, and all the students know meaning word for word.⁵ As a result, the students are lazy to read the dictionary and they think its so boring reading a dictionary. The score of the students'vocabulary mastery can be seen in table 1.

⁴Webster, *The New Webster Dictionary of Current English*, (New York: Oxford University Press,1988), p.23

⁵Ida, *Interview with the English Teacher*, Januari 22nd, 2020.

Table 1

**Students' Vocabulary Mastery Score of the Tenth Grade
at SMK Al-Huda JatiAgung Lampung Selatan
in academic year 2020/2021**

NO	CLASS	Students' Score		Number of Students
		≤ 75	≥ 75	
1	X TKJ 1	18	12	30
2	X TKJ 2	21	9	30
3	X TKJ 3	16	14	30
TOTAL		55	35	90
PERCENTAGE		61%	39%	100%

Source: the data from English teacher of SMK Al-Huda JatiAgung Lampung Selatan

As shown in table 1, it can be seen that there were many students get bad score because their score still many under the standart score. Mareta Indri Lestari as a English teacher at SMK Al-Huda JatiAgung Lampung Selatan said that the criteria of minimum mastery (KKM) score for English subject at the school is 75. There were 90 students in three classes. From the table, there were 55 students 61% got score under the standart score 75 and there were 35 students 39% got score more than the standart score 75. It means that the students in vocabulary mastery were still low.

Based on the result of a questionnaire that the researcher gives to the students. The problem in teaching vocabulary according to Roger states that the ease or difficulty of vocabulary items depend on a number of factor. They are: (a) Similarity L1 item is in form and meaning to the students' first language. (b) Similarity to english words already known one the student have some English

words that relate to an English word that they are already familiar which is easier than one, which is not. (c) Connotation of words is another difficult aspect that the learners have to get to grip. (d) Spelling and pronunciation of English word can be a problem for students who speak a language with a very regular spelling system. (e) Multi-word items a lexical item may consist of more than one word. (f) Collocation how a lexical item collocates can also cause difficulty.⁶

In the learning process, the students must always learn to practice the vocabulary in order to gain meaning from vocabulary. Besides that the students' vocabulary mastery was still low. In other words, the role of the teacher is very important especially for students. The researcher asked the teacher what strategy or technique that was used in the learning process of teaching vocabulary especially in adjective and noun. Then, the teacher said that she did not use a technique or strategy. The teacher explained to the researcher that in the process of teaching and learning to the students. She only used procedures or steps like; the teacher will give the text for the student then, write new words and search the meaning in the dictionary. Furthermore, the researcher tried to find out about the procedure that was used by the teacher and the researcher concludes that the procedure used by the teacher was the Translation Technique.

⁶Gower, Roger et al., *Teaching Practice Handbook*. (Oxford: Heinemann), 1995, p.14

Based on the previous research, there were some previous researches. Firstly conducted by Emarsani Navita Laka about *Improving the Eleventh grade students' vocabulary mastery in SMK N 2 Depok using the make a match technique*.⁷ Secondly, conducted by Erin Eka Rahmawati about *The Effectiveness of Make a Match Technique Towards Students' Vocabulary Achievement at first grade of Mts Al Ma'arif Tulung Agung*.⁸ Lastly, a thesis written by Nurul Azizah Fitriana, *The Implementation of make a match technique to increase students vocabulary mastery at fourth grade of SDN 4 Troso*. All previous researches have proved that using make a match is significant for the influence student vocabulary mastery. Some of their researches use make a match technique to be able to increase student knowledge and found out whether using make a match technique was more effective in learning process. Based on the background above, the researcher focuses on conducting a research about vocabulary. In this research, the researcher used experimental and quantitative research design to get data, the research was take research at the tenth grade of vocational high school.

⁷EmarsaniNavitaLaka, *Improving the Eleventh grade students' vocabulary mastery in SMK N 2 Depok using the make a match technique*(In the academic year of 2018/2019), university of Sanata Dharma, 2018,(access on Friday. December 21th, 2018)

⁸Erin, *The Effectiveness of Make A Match Technique Towards Students' Vocabulary Mastery in MTS AL MA'ARIF TULUNG AGUNG* (at first semester in academic year 2015/2016), University of Islam Negeri Tulung Agung,2016,(access on Wednesday. July 3th, 2019)

Based on the previous research above, the researcher concludes that there were some differences in the previous researches with this research. In the first previous research, the researcher did the research in SMK N 2 Depok and the research focused on improve the vocabulary. The second previous research, the researcher did the research in MTS Al Ma'arif Tulung Agung and the research focuses on look for effect. The last previous research, the reseacher did the research in SDN 4 Troso and the research focuses on teaching and learning the vocabulary. In this research, the researcher was the research in SMK Al-Huda JatiAgung Lampung Selatan and this research was Make a Match technique to look for the influence of vocabulary mastery.

Based on the explanations above, the researcher was conducted on the title: "The Influence of Using 'Make a Match' Technique Towards Students' Vocabulary Mastery at Second Semester of tenth grade at SMK Al-Huda Jatiagung Lampung Selatan in academic year of 2020/2021.

B. Identification of the Problem

From explanation above the writer can identify that the students have problem in vocabulary as follows:

1. The students weredifficult in pronouncing, spealling , and memorizing new vocabulary.
2. The students' motivation to learn English vocabulary was still low
3. The students' vocabulary mastery was still low.

C. Limitation of the Problem

Based on the identification of the problem, this research focuses on the influence of make a match technique towards student's vocabulary mastery at the second semester of the tenth grade at SMK Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021. Vocabulary here is an Adjectives and Noun. In this study the material for vocabulary was limited in the topic legends.

D. Formulation of the Problem

Based on the identification of the problems and problem limitation mentioned above, the researcher stated the problems to be research as follows:

“is there any influence of using make a match technique toward students vocabulary mastery at the second semester of the tenth tenth grade at SMK Al-Huda Jatiagung Lampung Selatan in the academic year 2020/2021 ?

E. Objectives of the Research

Based on the formulation of the problem, the objective of the research is:

To know whether there is a significant influence of using make a match technique towards students's vocabulary mastery at the second semester of the tenth grade at SMK Al-Huda Jatiagung Lampung Selatan.

F. Significance of the Research

1. Theoretically

To support previous theories about the influence of make a match technique towards students vocabulary mastery.

2. Practically

- a. It was expected that the result of this research can improve the way how the English teacher teaches especially in teaching vocabulary by using make a match technique.
- b. It was hoped that it can make the students are interested in learning vocabulary.
- c. It was hoped that the result of this research will be useful for the teachers to improve the knowledge of the other lesson about teaching by make a match technique in their way.

G. Scope of the Research

1. Subject of the research

The subject of the research was the students of the tenth grade at SMK Al-Huda Jatiagung Lampung Selatan

2. Object of the research

The objects of the research was the use make a match technique and students vocabulary mastery

3. Place of the research

The research was conducted at SMK Al-Huda Jatiagung Lampung Selatan

4. Time of the research

The research was conducted at the second semester in the academic year of 2020/2021

CHAPTER II

LITERATURE REVIEW

A. Frame of Theories

1. Teaching English as a Foreign Language

Teaching is a process done by the teachers to share their knowledge, experience and material preparation the aim of teaching can be reached. Teaching also requires experience and material that aims to achieve the process of teaching. Teaching is defined as the process of the teachers to be able to develop students knowledge and abilities. Teaching can also make students more active in learning process. But not all students can follow the learning process, so teachers need media or strategi to support performance during teaching.

Teaching is never simply a matter of transferring an idea from teacher or textbook or activity into pupil's mind. It is about creating opportunities for pupil to work on their understandings to engage with new information or interpretations in a way that supplements or challenges their existing concepts or frameworks.⁹ It means that in teaching and learning the teachers must find something that can make students easy to capture the material presented.

⁹Susan Briendly. *Teaching English* (New York: Routledge, 2005),p. 49

English is used in many countries either as a mother tongue, second language and foreign language.

English as a native language or mother tongue refers to a child's first language, the language learned in the home from older family members.¹⁰ Second language is a language that not mother tongue but they use at work or at school while English as a foreign language means English is taught by people whose main language is not English and they do not use English to communication in society. In Indonesia, teaching English as foreign language, the teacher applies can use it in real life. As we know, English is a language that almost every country uses English. Teaching English also makes it easy for students to communicate with foreigner.

2. Vocabulary

a. Concept of Vocabulary

Linse states that vocabulary is a collection of words that an individual knows.¹¹ It means that vocabulary is collection of vocabulary students must know. A collection of words that must be remembered. The importance of students to know more about the meaning of word. The learners can know a lot of vocab by reading many dictionaries. Collection of words owned by someone in a certain language.

¹⁰Dorthe Buhman and Barbara Trudell, *Mother Tongue Matters: Local Language as a Key to effective Learning*, (Paris: UNESCO,2008),p. 6

¹¹C.T Linse, *Practical English Language Teaching Young Learners*. (NewYork:McGraw-Hill Book Company,2006),p.121

Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak,listen,read and write.¹² It means that vocabulary is a component that is very important for all skills. In order to communicate well using English language, the students should get an adequate number of words. vocabulary is component to English language because without sufficient vocabulary students cannot understand what other says. Hornby states that vocabulary is the total number of word in a language vocabulary is a list of words with their meaning.¹³ It means that the vocabulary not only learn about the list of words but also what they mean. Lots of amounts of vocabulary that can be learned. The more numbers we know, the more vocabulary will be obtained.

b. Concept of Vocabulary Mastery

Vocabulary is one of the most important things in learning English. Kamil and Hiebert state that vocabulary is set of words for which we know the meaning and also that an individual can use when speaking, reading, writing, and listening.¹⁴

In addition, when we learn about English, learners will be introduced to divide language into four skills: listening, speaking reading and writing then

¹²Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press,2002),p.255

¹³A S Hornby, "Oxford Advanced Learner's Dictionary of Curren English", *English Dicionary* (5thed) (Oxford:Oxford University Press,2010),p.1662

¹⁴Elfrida H Hilbert and Michael M kamil. *Teaching and Learning Vocabulary Bringing Research to Practice*, (LEA) , (New Jersey London: Mahwah,2005),p.3

add grammar vocabulary and phonology to them as components of language.¹⁵ It means that the vocabulary is a very important component in all skill. Mastery that is known to educators as an understanding of what for him is easy to do. Competency is a part for students to train abilities. Mastery and ability are also usually possessed by students in certain lessons. Usually this mastery can be possessed by students with what they have trained. Mastery and vocabulary become a set in learning process about vocabulary. Mastery of vocabulary can be shown to students who really know and understand a lot about vocabulary.

From this statement, we may think that learning vocabulary is very important. By understanding and mastering vocabulary the students will be easier to master other English skills, such as reading, writing, listening, and speaking. There are many aspects in learning vocabulary including meaning, word combinations, grammar, word use. For this reason, in my research this time, the researcher focuses on aspects of the meaning of words and word usage because students still do not understand the meaning and use of vocabulary in English.

¹⁵Lynne Cameron, *Teaching Language to Young Learners*, (New York: University Press, 2001), p.17

c. Aspect of Vocabulary

There are some aspects of vocabulary; there are some aspects in learning vocabulary. According to Harmer there are four basic aspects of vocabulary that are word grammar, word use, word meaning and word combination.¹⁶

1. Word Meaning

Harmer states that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggests~ or rather that words have different connotations, often depending on the context they occur in. The one problem in learning vocabulary is about meaning. It is one of the difficulties in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts. One of the difficulties when learning vocabulary is meaning. One word in English has several meanings, so it can be difficult to learn English if someone does not learn the meaning of words accurately. In addition, the same collection of sounds and letters can have many different meanings.

Therefore, to have an accurate meaning of words, people have to know a context of the text or conversation also. So, they would not have a

¹⁶Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998), p.18

misunderstanding or misinterpretation. For example: *He looks so blue because he get a low score today.* “Blue” in this sentence does not mean a kind of color, but it means expressing of sad. The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer word meaning include:

a) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

b) Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

c) Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d) Hyponymy

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

e) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or

may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: 'slim' has favorable connotations, while 'thin' has unfavorable; so that one could describe something as '*slim body*' not '*thin body*'.

2. Word combinations

Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another. It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.

3. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc. we make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.¹⁷ Example: Mr. Budi is a postman. He sends the letters everyday.

4. Word Use

Words do not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses. It means

¹⁷Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge 1988), p. 18

that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example: My mother water her flowers in the garden. “Water” in this sentence doesn’t mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself. Beside that Thornbury there are several aspect of vocabulary, that are word classes, word families word formation and multi word units. Another expert explains about vocabulary aspect in different form, as Thornbury states that there is several vocabulary aspects that is important to be learned, they are:

a. Word Classes

Word classes: Word classes divide the words into different roles. That word include in grammatical words or function words that are generally prepositions, conjunctions, determiners, and pronoun. Another one is content words that are carry a high information, such as noun, verb, adjective, and adverb.

b. Word families

1) Affixes

Affixes are a feature of grammar of most language. Example: look; looking; looked.

2) Inflexions

Inflexions are the different grammatical forms of a word.

Example: plays; playing; and played are inflexions of play.

3) Derivative

Derivative is a word that result from the addition of an affix to a root, and which has a different meaning from the root. Example: player; replay; and playful are derivatives of play.

c. Word formations

In the word formations, affixation is one of way to form new words. Another one is compounding, compounding is combining of two words or more dependent word. For example: second-hand (secondhand), dishwasher (dishwasher), and wild-flower (wildflower). In English language this was called composite form of word, such as:

1) Compounding, the combining of two or more independent words

Example: second-hand; word processor; typewriter

2) Blending, two words can be blended to form one new one.

Example: breakfast + lunch = brunch; information + entertainment = infotainment.

3) Conversion, the process a word can be co-opted from one part of speech and used as another.

4) Clipping, a new words can be coined by shortening or clipping longer words. Example: flu from influenza; email from electronic mail.

d. Multi-Word Units:

even when words are not joined to form compounds, we have seen that groups of more than word, such as (bits and pieces, do up, look for) can function as a meaningful unit with a fixed or semi-fixed form.⁴¹ It means that, in word unit is not only to learn about words but also about the idiomatic and phrasal verb to build a new vocabulary. Example: a lot of, looking for, in the other hand, etc.

Based on the long explanation above, it can be concluded that vocabulary mastery is people's ability to use or to understand basic form of words of language that they have learned in certain situation. In the form of noun, verb, adjective, adverb, conjunction, preposition, determiner and pronoun. In this research, it focuses on teaching students' vocabulary mastery including adjective that all based on curriculum. It is learned by students for tenth grade of SMK Al-Huda Jatiagung Lampung Selatan.

According on explanation above, it can be concluded that there are many types of adjectives its includes tell about sizes, about the colors, about what people or things are like by describing their quality,

tell what things are made and some adjectives are made from proper nouns of place.

d. **Concept of Teaching Vocabulary**

In teaching vocabulary, it does not only explain about meaning but also illustrating and presenting the vocabulary. Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand.¹⁸ Relating to the vocabulary teaching, the teacher has to be careful in selecting the vocabulary that he or she will teach.

Cameron stated that vocabulary teaching can be focused to help learners to build up a knowledge of words in ways that will enable them to use the language efficiently and successfully.¹⁹ More vocabularies the learners have, more chances they master the language. McCarten stated that learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them.²⁰ It means that in learning vocabulary the students should be practicing the use of the word. According to Thornbury there are five of factors that have relation on teaching set of word be considering by the teacher :

¹⁸Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedgogy* Second Edition (San Fransisco: Longman,2001),p.8

¹⁹Lynne Cameron, *Teaching Language to Young Learners*, (New York: University Press,2001),p.17

²⁰Jeanne McCarten, *Teaching Vocabulary, Lesson from the corpus, Lesson for the Classroom*, (New York: Cambridge University Press,2007),p.21

1. The level of the learners (whether beginners, intermediate, or advanced).

It means that the teacher should give the material that is proper to the level of the students.

2. The learners' likely familiarity with words (learners may have met the word before even though they are not part of their active vocabulary).
3. The difficulty of item – whether, for example, they express abstract rather than concrete meaning, or whether they are difficult to pronounce.
4. Their "teach ability" – whether, for example, they can be easily explained or demonstrated.
5. Whether item are being learned for production (in speaking and writing) or for recognition only (in listening and reading).²¹

Teaching vocabulary can be done through four phases :

- a) *Introducing* :The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
- b) *Modelling* : the teacher gives an example and act as a model.
- c) *Practicing* : the teachers train the students to imitate and practice.
- d) *Applying* : the students applying in the right situation with the help teacher.

In teaching vocabulary, the students will know that some words seem easier to learn than others. There are six factors that make some difficult than others, they are:

²¹Scott Thornbury, *How to Teach Vocabulary* (London : Longman, 2002), p. 75-76

- 1) Pronunciation; research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.
- 2) Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- 3) Length and Complexity; long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their learnability.
- 4) Grammar; also problematic is the grammar associated with the word especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that *explicar* follows the same pattern as both Spanish *explicar* and English *tell*, and say *he explain me the lesson*.
- 5) Meaning; when two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point, you *make* a breakfast and *make* an appointment, but you *do* the housework and *do* a questioner, word with multiple meanings, such as *since* *still*, can also be troublesome for learners.

6) Range, Connotation, and Idiomatic; words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too. Words or expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.²²

e. Types of Vocabulary

There are many kinds of vocabulary, according to Thornbury state that vocabulary includes in the category of word classes.²³ Word classes are subdivisions of words built around the grammatical characteristics of the words and their use in sentences. Words are analyzed on the basis of their formation and their use in sentences. There are eight main word classes in English, such as:

1. Nouns

A noun is a naming word. It is the name of a person, place, thing or state of being. It means that a noun can be described as the name of a person, place, thing, and so on. It is supported by Maurer, she states that a noun can be defined as a word used to name a person, place, or thing.²⁴

²²Scott Thornbury, *How to teach Vocabulary* (Essex: Person Educational Limited, 2002), p.27

²³Ibid.

²⁴Maurer, *Nouns in English System*. Available on <http://pdf.STR.Pdf.com>. Accessed on February 19th,

In addition, Frank states that noun is one of the most important parts of speech.²⁵ Noun can be divided into some classes :

- a. Proper nouns, usually capitalized in English, are names for a particular person or things. Examples : Robert, Aurel, Hongkong, and Civil War.
- b. Countable noun is a noun that indicates something you could actually count. For example, you could count pigs : one pig, two pigs, three pigs.
- c. Uncountable noun is a noun that indicates something you cannot count. For examples : furniture, advise, information, and news.
- d. Concrete nouns is a word for a physical object that can be perceived by the senses, we can see, touch, smell, the object. For examples: flower, coffee and children.
- e. Abstract noun is a word for a concept, it is an idea that exists in our minds only. Examples: ability, success, beauty, mankind, and justice.

2. Verb

a. Auxiliary verbs

These are “be, do, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, must or ought to)”. They are use

²⁵Marcella Frank, *Modern English a Practical Reference Guide*, (New York: University, 1972), p.6

with main verbs in affirmative, negative sentences, and question formation.²⁶

For example:

We *can not* afford to pay for a hotel.

We *are* studying at our friends' house.

i. Main verbs These carry the main meaning.²⁷

For example:

He *arrived* at seven o'clock.

He *wrote* a poem to his girls' friend.

ii. Phrasal verbs

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning.²⁸

For example: Can we put off the wedding till after the funeral?

iii. Transitive and Intransitive

A Transitive verb needs a direct object to complete its meaning or it can not stand alone.

For example:

He has read a book

He turned the page

²⁶Jeremy Harmer, *How to teach English*, (England: Longman, 1998) p.38

²⁷Ibid

²⁸Ibid

An intransitive verb can stand alone in the predicate because its meaning is complete.

For example:

He gave me a book

He gave a book to me

3. Adjective

Adjective is the word that typically refers to the properties which belongs to people or things and its function is to modify a noun.²⁹

The types of adjectives are:

a) Determiners

They are articles (the, an, a), demonstrative adjective (this, that, these, those), possessive adjectives (my, your, her), numeral adjective (fourth, first, tenth, third), and adjectives of indefinite quantity (some, few, all).

b) Descriptive adjectives

They usually indicate an inherent quality (old, young, new) or a physical state (blue, red, yellow), size or age. From the definitions above, it can be concluded that adjectives is a word that describe noun and has the grammatical property of comparison. For example: beautiful, good, small and others.

²⁹Andrew Radford, et.al, *Linguistics :An introduction (2nd Ed)*, (New York : Cambridge University Press, 2009),p. 130

4. Adverb

Adverb typically modifies a verb, adjective or another adverb, indicating how, when or why something happened or the degree to which a property characterizes an individual or event.³⁰ There are three basic types of adverb: adverb of manner, adverb of time, and adverb of place.³¹

a) Adverb of Manner: happily, slowly, quickly, neatly, quietly, etc. For example: My sister runs *quickly*.

Alex drives *slowly*

The music played *loudly*

b) Adverb of Time

It is divided into two kinds; the first is definite time, for instance: *yesterday, today, tomorrow, last week, etc.* For example:

He bought ice cream *yesterday*. He arrived *last night*

c) Adverb of Place: *near, here, there, away, outside, etc.*

For example: My dog sleeps *outside*.

³⁰Andrew Radford, et.al, *Linguistics : An introduction* (2nd Ed), (New York : Cambridge University Press, 2009), p.130

³¹Mark Lester, *English Grammar Drills*, (New York: The Mc-Graw Hill Companies,2009), p.206-207

5. Preposition

A preposition is a word that indicates the relation of a substantive (a word or a group of words that functions as a noun) to an adverb, an adjective, or another substantive.³²

Example: We will leave after lunch.

 She is sitting between Suci and Riski.

6. Conjunction

This word is from the Latin *con* meaning 'together' and *jungere* meaning 'to join'. A conjunction joins two or more parts of speech of a similar kind or two or more parts of a sentence.³³

7. Determiner

Determiners are words placed in front of a noun to make it clear what the noun refers to. There are several classes of determiners:

- a) Definite and indefinite articles: a, an, the.
- b) Demonstratives : this, that, those, these.
- c) Quantifiers : a few, a little, much, many, a lot of, most, some, any and enough.
- d) Possessive : my, your, his, her, its, our, their.
- e) Numbers : cardinal, ordinal number.

³²Binsar Sihombing & Barbara Burton, *English Grammar Comprehension*, (Jakarta:Grasindo, 2007) p.

³³Dörthe Bühmann and Barbara Trudell, *Mother Tongue Matters: Local Language as a Key to Effective Learning* (Paris: UNESCO, 2008) p. 73

8. Pronoun

A pronoun is a word that takes the place of a noun.³⁴

a) Subjective pronoun

A subjective pronoun acts as the subjects of a sentence. The subjective pronouns are she, he, I, you

b) Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are, her, him, it, me, them, us, and you.

c) Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentence. The reflexive pronouns are herself, himself, itself, myself, themselves, and yourself.

d) Possessive pronouns

A possessive pronoun tells you who owns something. The possessives are her, his, its, mine, ours, theirs, and yours.

e) Demonstrative pronouns

Demonstrative pronouns point out a noun. The demonstrative pronouns are that, these, this, those.

f) Interrogative pronouns

³⁴Mark Lester, *English Grammar Drills*, (New York: The McGraw Hill Companies, 2009), p.67

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronoun are what, which, who, whom, and compound word ending in —everl, such as whatever, whichever, whoever, whomever.

g) Indefinite pronouns

An indefinite pronouns refers to an indefinte, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many,neither, and somebody.rs, and yours.

f. Concept of Noun

A noun is a naming word. It is the name of a person, place, thing or state of being. It means that a noun can be described as the name of a person, place,thing, and so on. It is supported by Maurer, she states that a noun can bedefined as a word used to name a person, place, or thing.³⁵ By a thing here, it means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of.

In addition, Frank statesthat noun is one of the most important parts of speech. 21It arranges with theverb helps to form the sentence core which is essential to every complete sentence.

A noun group is a linguistic sequence which may function as subject, object,subjectcomplement, complement of a preposition or in a possessive

³⁵Maurer, *Nouns in English System*. Available on <http://pdf.STR.Pdf.com>. Accessed on March 02th, 2020

structure, or as dependent element of another noun head. In addition, it means that a noun has function as subject, object, subject complement, complement of preposition or possessive. There are types of nouns, they are as follows;

1. Common noun: It does not name any particular person, place or thing.

It speaks in general about all persons, places or things of the same kind.

Examples:

The boy kicked *the ball*.

The plate is lying *on the table*.

2. Proper noun: It names a particular person, place or thing.

Examples:

Jaya surya lives in *Sri Lanka*.

3. Abstract noun: It names a feeling or a state of being which has no form or shape and which cannot be seen or touched, but whose existence we recognize.

Examples:

A thing of beauty is a joy forever.

4. Collective noun: It names a group or collection of persons or things taken together and treated as one.

Examples:

He gave me *a bunch of flowers*.

The pride of lions was sleeping.

Nouns can be further classified into:

a. Countable nouns: Nouns which can be counted are called countable nouns. So these nouns can be either singular or plural. Some common nouns and collective nouns belong to this category. Examples: one boy, many boys, a herd of elephants, herds of elephants.

b. Uncountable nouns: Nouns which cannot be counted are called uncountable nouns. So they are neither singular nor plural. Some common nouns and abstract nouns belong to this category. Examples: some rice, much happiness

1) Some nouns have no plural form. They are always used in the singular form. Examples: information, traffic, furniture, news, physics

2) Some nouns are always in the plural form. Examples: scissors, trousers, spectacles

Based on the explanation above, it can be concluded that noun has function as subject, object, subject complement, complement of preposition or possessive. In addition, there are types of nouns. They are common noun, proper noun, abstract noun, collective noun, countable noun, and uncountable noun.

g. Concept of Adjective

Frank stated that the adjective is a modifier that has the grammatical property of comparison.³⁶ It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well.

Type of Adjective as follows:

Determiners: consist of a small group of structure word without characteristic form.

- 1) Articles: the, a-an
- 2) Demonstrative adjectives: this-plural these, that-plural those.
- 3) Possessive adjective: From pronouns: my, your, ones, etc. From nouns:
John's. The girl's, etc
- 4) Numeral adjectives:
Cardinal: four, twenty-five, one hundred, etc.
Ordinal: fourth, twenty fifth, one hundredth, etc.
- 5) Adjectives of indefinite quantity: some, few, all, more, etc.
- 6) Relative and interrogative adjectives: whose, what, which.
- 7) Descriptive adjectives: it usually indicate an inherent quality
(beautiful, intelligent), or a physical state such as age, size, color.

Some descriptive adjective take the form of :

³⁶Frank, *Modern English: a practical reference guide*, (United states: Prentice Hall, 1972), p.52

8) Proper adjectives:

a Catholic church, a French disk, a Shakespearian play.

9) Participial adjectives

a) Present participle: an interesting book, a disappointing experience, etc.

b) Past participle: a bored students, a worn tablecloth, etc.

10) Adjective compounds

With participle : present participle: a good looking girl, a heart breaking story, etc. With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absent-minded, ill-tempered, tear-stained, far-sighted etc.

3. Concept of Make A Match Technique

a. Definition make a match

Gerlach and Ely state that technique is a way, a tool or media teachers can use to observe students towards the goal to be achieved.³⁷ It means that technique is a activity or media that done in the class for realize purpose from learning for know ability students. Curran states that make a match is one of the co-operative learning models that can be applied in the classroom.³⁸ Arifah and Kusumardiyati states that make a match as one of the co-operative learning

³⁷Zainal Aqib, *Model-Model, Media and Contextual Learning Strategies (Inovatif)*, (Bandung: CV Yrama Widya, 2013), p.70

³⁸Lorna Curran, *Language Arts And Cooperative Learning: Lessons for the little ones*, (San Clemente: C.A Kagan Publisher, 1994)

techniques that is used with pairs. The students are put into 2 groups, group A and group B. The number in each group depends on the number of cards prepared. Each student gets a card. Group A gets question (topic) cards; while group B gets the answer cards. When they have already found their matches, they can report it to the teachers.

Curran stated that the basic principle of make a match is the students find or match a partner while they are learning a concept or a particular topic in an interesting classroom atmosphere. This technique is started when the students are asked to find their card partner, and they have to find the partner before the limit, students who can find the partner will get the point. Make a match is a simple technique and very interesting to use in learning process in classroom. Make a match very easy to teach will help teachers to teach vocabulary and will help student to get new words.

b. Procedures of Make a Match

The procedure of make a match technique is the students are put into 2 groups A and B. Each of the students of the group get one card. Group A brings the questions (topic) cards, while Group B brings the answer (simple description) cards. When they are ready to start, the teacher asks them to face each other. After that, the teacher rings the whistle as the sign that they have to find their matches. When they already found their matches they can report to the

teacher and if they are right, the teacher ask them to compose longer paragraph.³⁹

Procedure make a match technique according to Lie:⁴⁰

1. Teacher prepares some cards contain some concepts or topic that suitable for review session, some card are the question and some other are answer.
2. Every student gets one card.
3. Every student thinks the question or answer from the card they held.
4. Every student looks for their partner who has the appropriate card with his/her card (question/answer).
5. Every student who can compare to the suitable card before the time over will get point.
6. After one period, cards are shaken again so that every student get different card from previous.
7. And so on.
8. Conclusion/closing.

In this research, the researcher will apply this technique in these some steps bellow:

- a) The teacher divides the students into 2 groups in one class.
- b) After that the teacher gives a card to each student.

³⁹Agus Suprijono, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2009) p.113

⁴⁰Anita Lie, *Cooperative Learning*, (Jakarta: PT Grasindo, 2002), p.55

- c) The cards for the first group contain the questions and the cards for the second group contain the answers.
- d) The teacher gives time to look for pairs according to the cards they each hold.
- e) After the time runs out, each student is asked to come to the front of the class with the pair who has the appropriate card.
- f) And students are asked to name the questions and answers they get.
- g) If their cards match they get points.
- h) After the first session is over, the teacher again gives a card with a different topic.
- i) And it will continue until all students have a card .
- j) Teacher together with the students make a conclusion from the material that have been given by teacher.

c. Advantages and Disadvantages of Make a Match

Advantages and Disadvantages of Make a match. According to Lie the advantages of make a match technique are :

1. Students are more active in learning
2. Add students motivation in learning
3. The learning material makes students more attention in learning
4. Train the students bravery to perform in presenting their result
5. The make a match learning technique can be used for all subject
6. Promote team learning and collaborative skills

7. Create “fun” learning environment

The disadvantages of the Make a match technique are :

- a. It needs guidance from the teacher to do this activity. If the teacher does not guide students well, there will be many students who find it difficult to match their partner cards.
- b. The teacher has to limit the time when the students are doing this activity, so they do not have chance for playing. If the teacher does not prepare this technique well, a lot of time will be wasted.
- c. The teacher must prepare the material are needed before. The teacher prepare the materials cards.⁴¹

Based on the statements above, it can be concluded that disadvantages of discussion is the class situation becomes noisy and not appropriate for all the topics. And then, the teacher cannot monitor all of the students because the teacher only focus on the students who are will be active .

4. Translation Technique

a. Definition of translation technique

Technique is a general term referring to the transfer of thought and ideas form one language (source of language) to another language (target language) whether the language in the written or spoken forms.

The statement is supported by Effendi that translation technique is the

⁴¹Anita Lie, *Cooprative Learning Mempraktekan Cooprative Learning Ruang-Ruang Kelas*, (Jakarta:PT Grasindo, 2007), p.56

process of transferring message from one language (source language) into another (target language).⁴²The example of translation technique:

1) Source language: *No Green No Life, Know Green Know Life*

Target language: Tidak ada hijau, tidak ada kehidupan, ada hijau ada kehidupan.

2) Source language: *say no to drugs*

Target language: katakan tidak untuk narkoba

Nation in Cameron listed basic technique by which teachers can explain the meanings of new words, all of which can be used in the learners classroom are demonstration or pictures, analytical definition, putting the new word in a defining context, and translating into another language.

b. Procedure of Teaching Vocabulary through Translation Technique

The following procedure of teaching the target language through the translation technique is adapted from Larsen and Freeman.

1. The class read a text written in a target language.
2. Students translate the passage from the target to their first language.
3. The teacher asks students in their native language if they have any question and the teacher answer the questions in their native language.

⁴²Rachmat Effendi P, *Cara mudah menulis dan menerjemahkan*, (Jakarta: Hapsa et Studia, 2004), p.6

4. Students translate new word from the target language to their mother tongue.
5. Students are given a grammar rule and based on the example they apply the rule by using new words.
6. Students memorize vocabulary.
7. The teacher asks students to state the grammar rule.
8. Students memorize the rule of grammar.⁴³

c. Advantages and Disadvantages Translation Technique

The advantages and disadvantages of teaching vocabulary by using translation technique as follows:

1. Advantages of using translation technique
 - a. Translation technique is the easiest way of explaining meanings or word.
 - b. The improvement of EFL learners' linguistic accuracy.
 - c. Psychological values.

From the explanation above, the students can translate the word easier. Also the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental and intellectual development that result from foreign language study.

⁴³Diana Larsen and Freeman, *Technique and Principle in Language Teaching* (Oxford:Oxford University Press, 2000), p.15-17

2. Disadvantages of Using Translation Technique

- a. The classes are taught in the mother tongue, with little active use of the target language.
- b. Much vocabulary is taught in the form of lists of isolated word.
- c. Translation technique focuses on the form and inflection of words.⁴⁴

So from the advantages dan disadvantages of experimental class and control class , the researcher got that make a match can increase students motivation and create a joyful in teaching and learning than translation technique.

Based on the previous research, there are some previous researches, the first conducted by Emarsani Navita Laka about improving the eleventh grade students' vocabulary mastery in SMK N 2 Depok using the make a match technique it was found that teaching on students vocabulary is positive. In this research this technique can improve the students vocabulary mastery and the students' be more active, creative and confident to learning English. The result of data analysis in the research is in mean score of post-test in experimental class is 67.25 and the mean score of post-test in control class is 97.5. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. It means that there was a significance

⁴⁴Ibid

improving students vocabulary mastery using make a match technique. The differences between the previous research and this research is in genre of the text, in previous research focus to improve students vocabulary mastery. Additionally, the population of this research is the tenth grade students of SMK Al-Huda JatiAgung Lampung Selatan.

In the previous research is the eleventh grade students of SMK N 2 Depok. The second previous was done by Erin Eka Rahmwati about the effectiveness of make a match technique towards students' vocabulary achievement at first grade of MTS AL MA'ARIF TULUNG AGUNG.

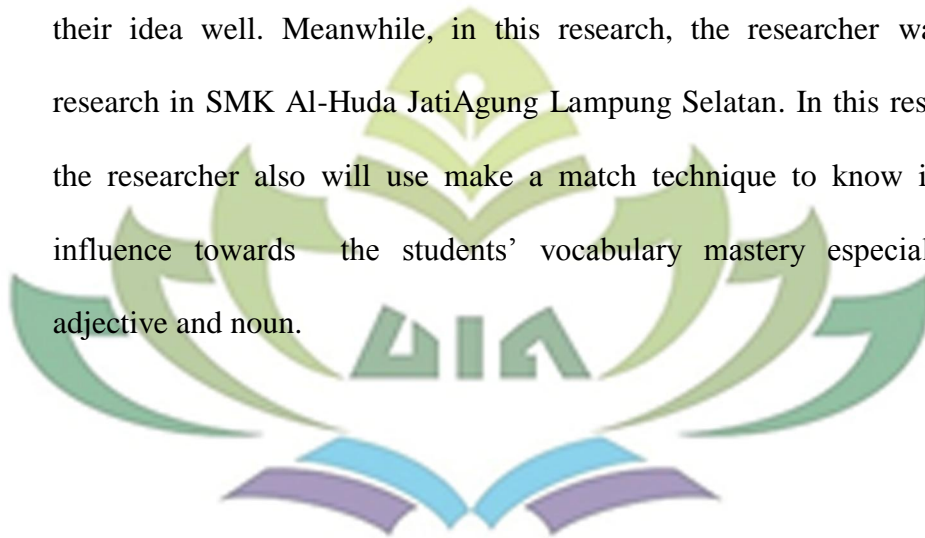
Administering test show that the students' mean score of vocabulary achievement before being taught by using make a match technique is 84.56, while the students' mean score of vocabulary achievement after being taught by using make a match technique is 91.30. It means that in using the Make A Match Technique has a positive effect toward students' vocabulary mastery. In addition, the last previous research was done by Amalia Gusti Arini about Teaching and Learning Vocabulary Through Make A Match Technique. It was found that the Make A Match Technique can be used as alternative strategy to be used in teaching vocabulary.

Based on the statement above, the researcher concludes that there are some differences in the previous researches with this research. In the first previous research, the researcher did the research in SMK N 2 Depok.

The second previous research, the researcher did the research in *MTS AL MA'ARIF TULUNG AGUNG* . The last previous research, the researcher did the research in SDN 4 Troso.

The result all of the previous research that using make a match technique is possitive. Make A Match Technique can help the students increase their vocabulary mastery.

The students can be more creative so that the students can to explore their idea well. Meanwhile, in this research, the researcher was the research in SMK Al-Huda JatiAgung Lampung Selatan. In this research, the researcher also will use make a match technique to know its the influence towards the students' vocabulary mastery especially in adjective and noun.



B. Frame of Thinking

Vocabulary is one aspect of language which is important in learning a language because vocabulary carries the meaning which is used in communication. Without mastering vocabulary, well the learner cannot communicate well to the other people. In teaching learning English, teaching vocabulary is very important. The objective of teaching vocabulary is not only memorizing the list of the word. the teachers must prepare to support the process of learning vocabulary with the strategies, methods, media, or techniques used. The used interesting techniques can motivate students to be more active and enthusiastic in teaching vocabulary. Make a match technique was assumed as an appropriate technique to improve the students vocabulary mastery. By using this technique, the research hopes the students can learn more active in class. Make a match technique is a cooperative learning process technique that helps students give meaning to the information they receive.

Based on the explanation, it believed by using make a match technique can improve the students vocabulary mastery, because this technique have some elements to make students more learn active, such as: fun and enjoyment. The students can improvement by using this technique steps by steps.

C. Hypothesis

The hypothesis of research as follows:

H_a : There is an influence of using make a match technique towards students vocabulary mastery at the second semester of tenth grade of SMK Al-Huda Jatiagung Lampung Selatan in the academic year of 2020/2021.

H_0 : There is no influence of using make a match technique towards students vocabulary mastery at the second semester of the tenth grade at SMK Al-Huda Jatiagung Lampung Selatan in academic year of 2020/2021.



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